_ird Grade
TRANSPORTATION AND COMMUNICATION - Prehistoric Man to Columbus, 0-1492
3-71

Las Cruces School Distric
Title III, ESEA
Las Cruces, New Me

Concepts	Content	Activities	Resources	
The history of transportation and communication begins with the history of man. Man's life is inseparably interwoven with concepts of transportation and communication. A. Early men used primitive forms of transportation. All methods centered on the human body, and slight extensions of the body.	I. Primitive Man A. Transportation and exploration 1. Men first traveled on foot. 2. Men had to carry any possessions they had. 3. Back packs were made of animal skins. 4. "Drags" to carry possessions were used - possessions tied to two poles and dragged behind a person. 5. Learned to move possessions by floating them on logs in the water. 6. Men learned to tie logs together to make rafts.	I. Primitive Man A. Activities continuous throughout this unit. 1. Begin a mural or pictorial time line on butcher paper to show major events in sequence. Example: Start with a picture of a man walking, then using a drag, then a floating log, then a dugout, etc. Use simple pictures and pictorial symbols. 2. Divide class into 3-5 committees, one each for transportation, communication, and astronomical and geophysical relationships. One may wish to subdivide further and have a committee for oral and written communication. Each committee is responsible for planning and making a booklet or booklets to follow all the way through this section of the unit. Included in booklets may be pictures, drawings, stories, history, legend, etc. If sufficient interest develops a committee member may wish to make an oral report to the rest of the class. 3. Each child keeps a dictionary of words, phrases, meanings, names learned during the entire unit.	World Civilization Time Line, John Van Duyn, Southworth Troquois Division, Charles E. Merrill Books, Inc. butcher paper; chalk, crayolas, or paint chart tablets to list committee members filmstrips: Prehistoric Man--Dawn of Civilization H-92 The Story of Early Man H-140 A-B Transportation in the Past SS72 filmstrips from Washington school: The Old Stone Age SVE texts: Old Ways and New Ways, Chapts. I, III, Silver Burdette Co. You and the Community, Benefic Press, pp. 5-7, 105-106.	Do the c how man' knowledg evolutio methods Do the ch ment and ting comm Are group committee without supervisi Do the ch words and connectio they able definitio

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tation and ex- n irst traveled ot. ad to carry ossessions they acks were made mal skins. " to carry sions were possessions o two poles agged behind on. d to move sions by float- em on logs in ter. arned to tie ogether to afts.	2. Divide class into 3-5 committees, one each for transportation, communication, and astronomical and geophysical relationships. One may wish to subdivide further and have a committee for oral and written communication. Each committee is responsible for planning and making a booklet or booklets to follow all the way through this section of the unit. Included in booklets may be pictures, drawings, stories, history, legend, etc. If sufficient interest develops a committee member may wish to make an oral report to the rest of the class.	chart tablets to list committee members filmstrips: Prehistoric Man--Dawn of Civilization H-92 The Story of Early Man H-140 A-B Transportation in the Past SS72 filmstrips from Washington school: The Old Stone Age SVE texts: Old Ways and New Ways, Chapts. I, III, Silver Burdette Co. You and the Community, Benefic Press, pp. 5-7, 105-106.	Do the children show judgement and maturity in selecting committee chairmen? Are groups able to work in committees constructively, without constant adult supervision?
	3. Each child keeps a dictionary of words, phrases, meanings, names learned during the entire unit.		Do the children understand words and phrases used in connection with the unit? Are they able to correctly look up definitions in a dictionary?

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	7. Next he learned to hollow out insides of logs to make dugouts, either by burning or by hand tools. 8. Primitive skis were used by man in colder countries as a form of transportation.	Emphasize the use of dictionary skills in looking up word definitions, pronunciations, spellings, etc. 4. Maintain a table of rotating library books throughout the unit. Change books as the topics of study change. Specific activity: Carve a dugout in a block of soft wood, such as balsa.	Sutton, Felix, The How and Why Wonder Book of our Earth, Charles E. Merrill Books, Inc. The True Book of Transportation, Children's Press, Chicago.	Are the c communica without u they begi impossibl man to co ideas?
B. Primitive communication began with man's discovery and exploration of his own voice. Primitive communication was primarily oral-aural, limited to the distance sound carries.	B. Communication 1. Oral a. Oral communication started with mere pointing, grunting, and making sounds. b. Man began to imitate animal sounds. c. Simple speech developed. d. Drum signals 2. Written a. Simple signs and markings directional, locational. Example: piles of rocks to mark good	B. Communication 1. Have children pair off and try to communicate simple ideas to each other without actually using words. Just by pointing, grunting, and imitating sounds. 2. Discuss how early cavemen might have experimented with the sound of their own voices. How is sound made? How is it carried to the ear? Let the class perform some simple experiments on sound. Refer to textbooks listed. 3. Sketch on chalkboard, or show pictures of primitive cave drawings. Children may make drawings on simulated "animal skins". Crumple up brown butcher paper, then draw on it, then brush with oil.	Science Is Exploring, New York, Scott, Foresman and Co. ABC Science Series, American Book Co. Science Far and Near, D.C. Heath and Co., Book 3. Tannenbaum, Harold E. and Nathan Stillman, We Read About Sounds and How They Are Made, Webster Publishing Co. Pine, Tillie S. and Joseph Levine, Sounds All Around, McGraw Hill Book Co., Inc.	

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Emphasize the use of dictionary skills in looking up word definitions, pronunciations, spellings, etc.	Sutton, Felix, The How and Why Wonder Book of our Earth, Charles E. Merrill Books, Inc.	
4. Maintain a table of rotating library books throughout the unit. Change books as the topics of study change.		
Specific activity: Carve a dugout in a block of soft wood, such as balsa.	The True Book of Transportation, Children's Press, Chicago.	Are the children able to communicate with each other without using words? Do they begin to understand how impossible it was for early man to convey very complex ideas?
B. Communication		
1. Have children pair off and try to communicate simple ideas to each other without actually using words. Just by pointing, grunting, and imitating sounds.	Science Is Exploring, New York, Scott, Foresman and Co.	
	ABC Science Series, American Book Co.	
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Children may make drawings on simulated "animal skins". Crumple up brown butcher paper, then draw on it, then brush with oil.	Pine, Tillie S. and Joseph Levine, Sounds All Around, McGraw Hill Book Co., Inc.	

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	hunting areas, signs to indicate which way a group had moved. b. Cave paintings c. Simple signs for calendar and event recording d. Signal fires	Discuss with children what kind of message a simple wall painting would convey.		
Man's desire to express himself artistically goes back to prehistoric times. Much can be communicated by man's expression of his life through artistic means.	3. Art and music a. cave art b. whistles, mimicking animal calls c. art decoration on household, religious, and war objects d. drum beats and calls	4. Make clay pots, necklaces, prayer sticks, etc., from hard drying clay. Mark or paint designs to record a simple message, story, or event. Make home-made drums from coffee cans or oatmeal boxes. Work out a system of drum signals.	Movie: Cave Dwellers of the Old Stone Age LC 2129 Scheele, William E., Prehistoric Man and the Primates, World Publishing Co. brown butcher paper, crayolas cooking oil Text: McIntire, Alta, Billy's Neighbors, Chicago, Follett Publishing Co. The True Book of Communication, Chicago Children's Press. Hogen, Lancelot, The Wonderful World of Communication, Doubleday and Co., Inc.	
C. Early man's knowledge of the universe was very limited. He attributed natural events to supernatural powers.	C. Astronomical and geophysical relationships 1. Early man worshipped nature. 2. Men made stories to account for the creation of the universe and the natural wonders around them. 3. Man's ability to communicate, and transport himself and belongings limited mainly to the power in his own body.	Locate stories and legends from early times to read to the class.	Encyclopedias: The Golden Book Encyclopedia, Division of Encyclopedia Britannica. The World Book, Field Enterprises. Young People's Science Encyclopedia, Chicago, Children's Press. Belting, Natalia M., The Sun Is a Golden Earring, Holt, Rinehart and Winston.	Do the differe nature' their c their s

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areas, o indicate ny a group ed. intings signs for and cording ires ic , mimick- al calls ration on d, reli- nd war ts and nd geo- ionships orshipped ories to the crea- universe ural won- them. y to and mself gs limit- the own	Discuss with children what kind of message a simple wall painting would convey. 4. Make clay pots, necklaces, prayer sticks, etc., from hard drying clay. Mark or paint designs to record a simple message, story, or event. Make home-made drums from coffee cans or oatmeal boxes. Work out a system of drum signals. Locate stories and legends from early times to read to the class.	Movie: Cave Dwellers of the Old Stone Age LC 2129 Scheele, William E., Prehistoric Man and the Primates, World Publishing Co. brown butcher paper, crayolas cooking oil Text: McIntire, Alta, Billy's Neighbors, Chicago, Follett Publishing Co. The True Book of Communication, Chicago Children's Press. Hogen, Lancelot, The Wonderful World of Communication, Doubleday and Co., Inc. Encyclopedias: The Golden Book Encyclopedia, Division of Encyclopedia Britannica. The World Book, Field Enterprises. Young People's Science Encyclopedia, Chicago, Children's Press. Belting, Natalia M., The Sun Is a Golden Earring, Holt, Rinehart and Winston.	Do the children see that different groups explained nature's events in terms of their own orientation to their surroundings?